



# National Child Care Information Center

*A service of the Child Care Bureau*

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## SIZE of the EARLY CHILDHOOD WORKFORCE

The following is a compilation of resources that provide national and State data on the size of the early childhood workforce. Also included is information at the State and local level from States' child care workforce studies.

■ *Counting the Child Care Workforce: A Catalog of State Data Sources to Quantify and Describe Child Caregivers in the Fifty States and the District of Columbia* (2003), by Gretchen Stahr Breunig, Richard Brandon, and Erin J Maher, published by the Human Services Policy Center (HSPC), University of Washington, presents data sources on the number of paid caregivers for children (birth to 5 years) in the 50 States and the District of Columbia. States are categorized into three groups: (1) States with data appropriate for estimating the size of the paid workforce (16 States), (2) States with current data on the child care workforce (13 States), and (3) States without current workforce data (22 States). Strategies are highlighted for enhancing Federal and State data collection on the early childhood workforce to provide Federal and State administrators with uniform data for planning purposes. To effectively plan, budget, and evaluate programs to enhance the quality of child care, States need to know how many child caregivers are working with children from birth to 5 years. While the majority of States have some current workforce data, most States lack appropriate data for estimating the size of the early childhood workforce. Tips are offered for designing State workforce studies. This resource is available on the Web at [http://hspc.org/FactSheetsandPolicyBriefs/Child\\_Care\\_Workforce\\_FINAL.pdf](http://hspc.org/FactSheetsandPolicyBriefs/Child_Care_Workforce_FINAL.pdf). For additional information contact HSPC at 206-685-3135 or on the Web at <http://hspc.org>.

■ *Determinants of State Child Care Utilization Patterns for Estimating the Size of the Child Care Workforce at the State Level: Year 2 Full Report* (2003), by Erin J. Maher, Richard N. Brandon, Guanghui Li, Alice Burton, Marcy Whitebook, and Marci Young, published by the Center for the Child Care Workforce [now the Center for the Child Care Workforce, a project of the American Federation of Teachers Educational Foundation (CCW/AFTEF)] and Human Services Policy Center (HSPC), University of Washington, describes the development of models that may be used to estimate of the size of the State's child care workforce. State-level child care workforce estimates are critically needed because much of early care and education policy is enacted at the State level, including decisions about financing and quality improvements. Knowing the size of the child care workforce can assist States in planning such initiatives. These models are able to measure both the extent and the content of State-level variation in patterns of child care use. This resource is available on the Web at [http://www.ccw.org/pubs/Workforce\\_Estimate\\_Yr2.pdf](http://www.ccw.org/pubs/Workforce_Estimate_Yr2.pdf). For additional information, contact CCW/AFTEF at 202-662-8005 or on the Web at <http://www.ccw.org>.

■ *Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving*

*Population: Key Findings from the Child Care Workforce Estimate* (Preliminary Report, May 2002), by Alice Burton, Marcy Whitebook, Marci Young, Dan Bellm, Claudia Wayne, Richard N. Brandon, and Erin Maher, published by the Center for the Child Care Workforce [now the Center for the Child Care Workforce, a project of the American Federation of Teachers Educational Foundation (CCW/AFTEF)] and Human Services Policy Center (HSPC) and funded by U.S. Department of Health and Human Services, Administration on Children, Youth and Families, Child Care Bureau, discusses research to develop a framework and methodology for quantifying the size and characteristics of the U.S. child care workforce and adapting a methodology that may be developed for State- and community-level estimates. They focus on the workforce serving children ages birth through 5 (excluding children enrolled in kindergarten). The report states:

For our estimates of the child care workforce, we have included:

- The teaching staff of center-based programs, including Head Start programs, prekindergarten programs, nursery schools, and community-based private and public child care centers;
- Family child care providers caring for unrelated children in their own homes;
- Paid non-relatives caring for children on a regular basis in the child's home, such as nannies and other paid in-home caregivers;
- Paid relatives caring for children on a regular basis. (page 1)

The report's key findings state:

Paid caregivers for children ages 0 through 5 are the primary focus of the study. We estimate a total of 2.3 million such caregivers in the child care workforce at a single point in time, and 2.5 million over the course of the year because of occupational turnover. These figures are substantially higher than the total of 1.7 million child care workers and preschool teachers *for all children ages birth through 12* that can be derived from Census Bureau and Bureau of Labor Statistics data. (page 2)

... In addition to the paid child care workforce, the total U.S. "caregiving population" serving children 0-5 also includes approximately 2.4 million individuals providing unpaid child care during a given week. Most (93%) are *unpaid* relatives, and the remainder are volunteers in center-based programs (primarily parent volunteers) and unpaid, non-relative caregivers. (page 2)

The Press Release, Full Report, and Summary are available on the HSPC Web site at <http://hspsc.org/publications/index.html#early>.

■ *Quarterly Census of Employment and Wages* (QCEW), by the U.S. Department of Labor, Bureau of Labor Statistics, provides comprehensive employment and wage data for workers covered by State Unemployment Insurance laws (self-employed persons are excluded).

Employment and wage estimates are available for County, Metropolitan Statistical Area (MSA), State, and National Levels by industry and ownership. Child day care services is defined according to the North American Industry Classification System (NAICS 624410) and includes babysitting services, child day care centers, family day care services, Head Start programs (separate from schools), nursery schools, prekindergarten centers (not part of the elementary school system), and preschool centers.

National employment data from the 2003 *Quarterly Census of Employment and Wages* (QCEW) for child day care services are shown below:

Owner of Establishment	Number of Employees
Federal Government	3,230
State Government	1,859
Local Government	10,064
Private	714,247

This resource is available on the Web at <http://www.bls.gov/cew/home.htm>. Data are also available on the Web for years 1997 through 2002.

■ *2002 Economic Census: Nonemployer Statistics* (2004), by the U.S. Census Bureau, provides number of establishments and earnings data for all self-employed child care workers that file IRS Form 1040, Schedule C, for sole business proprietors. The number of establishments and earnings data are available for County, Metropolitan Statistical Area (MSA), State, and National Levels by industry. The child day care services is defined according to the North American Industry Classification System (NAICS 624410) and includes babysitting services, child day care centers, family day care services, Head Start programs (separate from schools), nursery schools, prekindergarten centers (not part of the elementary school system), and preschool centers. The *Nonemployer Statistics 2002* reported a total of 618,947 self-employed child care workers in the United States. This resource is available on the Web at <http://www.census.gov/epcd/nonemployer/2001/us/US000.HTM>. Data are also available for years 1997 through 2000 on the Web at <http://www.census.gov/epcd/nonemployer/2001/us/US000.HTM>.

■ *Occupational Employment and Wage Statistics* (OES), by the U. S. Department of Labor, Bureau of Labor Statistics, is a Federal-State cooperative program between the Bureau of Labor Statistics (BLS) and State Employment Security Agencies (SESAs). Data are collected through an annual mail survey designed to produce estimates of employment and wages for specific occupations. The OES program collects data on wage and salary workers in non-farm establishments in order to produce estimates for over 700 occupations (self-employed persons are not included in the estimates). The OES program produces these occupational estimates by geographic area and by industry. The OES program surveys approximately 400,000 establishments per year, taking three years to fully collect the sample of 1.2 million establishments. The data collected for early care and education are available in three different occupational categories: child care administrators (11-9031) – in the management occupations

category; child care workers (39-9011) – in the personal services category; and preschool teachers (25-2011) – in the education services category.

National employment and wage data from the *November 2003 National Industry-Specific Occupational Employment and Wage Estimates* for child day care services is available at [http://www.bls.gov/oes/current/naics4\\_624400.htm#b00-0000](http://www.bls.gov/oes/current/naics4_624400.htm#b00-0000). This data set includes estimates of the number of employees in the child day care services industry by type of occupation, including, administration, finance, teaching, and others. Data are available for all 50 States on the Web at <http://www.bls.gov/oes/2003/may/oessrcst.htm>. Data for all States for years 1998 through 2002 are also available on the Web at <http://www.bls.gov/oes/home.htm>.

■ *The Occupational Outlook Handbook*, by the U. S. Department of Labor, Bureau of Labor Statistics, is designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

- “Childcare Workers,” in *Occupational Outlook Handbook 2004-05 Edition*, by the U.S. Department of Labor, Bureau of Labor Statistics, states:

Childcare workers held about 1.2 million jobs in 2002. Many worked part time. About 2 out of 5 childcare workers were self-employed; most of these were family childcare providers.

This resource is available on the Web at <http://www.bls.gov/oco/ocos170.htm>.

- “Teachers—Preschool, Kindergarten, Elementary, Middle, and Secondary,” in *Occupational Outlook Handbook 2004-05 Edition*, by the U.S. Department of Labor, Bureau of Labor Statistics, states:

Teachers held about 3.8 million jobs in 2002. Of those ... 424,000 were preschool ... Preschool facilities are often located in schools, religious institutions, and workplaces in which employers provide day care for their employees’ children.

This resource is available on the Web at <http://www.bls.gov/oco/ocos069.htm>.

- “Teacher Assistants,” in *Occupational Outlook Handbook 2004-05 Edition*, by the U.S. Department of Labor, Bureau of Labor Statistics, states:

Teacher assistants held almost 1.3 million jobs in 2002. About 80 percent worked in public and private education, mostly in the elementary grades. Approximately half assisted special education teachers in working with children with disabilities. Most of the others worked in child daycare centers and religious organizations.

This resource is available on the Web at <http://www.bls.gov/oco/ocos153.htm>.

- “Child-Care Services” in *Career Guide to Industries 2004-05 Edition*, by the U.S. Department of Labor, Bureau of Labor Statistics, states:

About 734,000 workers held wage and salary jobs in childcare services in 2002. Also, about 517,000 self-employed persons worked in the industry. Most of the self-employed were family childcare providers, and some were self-employed managers of childcare centers. Employment estimates understate the total number of people working in this industry because family childcare homes run by relatives often are not counted, and because many other family childcare providers operate illegally without a license to avoid the expense of licensing and taxation.

This resource is available on the Web at <http://www.bls.gov/oco/cg/pdf/cgs032.pdf>.

### **State and Local Data**

Some State and local agencies have information about the number of early childhood workers in their communities. A useful source for this information in an individual community is the local child care resource and referral agency (CCR&R). To find a CCR&R in a particular community, contact Child Care Aware, a national nonprofit initiative that can help you find the child care resource and referral agency in your area. Contact Child Care Aware at 800-424-2246 or on the Web at <http://www.childcareaware.org>.

### **Additional Resources**

- *SEED Meeting: Development of a Research Agenda: Early Childhood Professional Development, Training and Children’s Successful Transition to Elementary School* (February 2003), by Science and the Ecology of Early Development (SEED), is a series of Microsoft PowerPoint presentations from the February 2003 meeting concerning early childhood professional development. Presentations include: (1) “Defining and Measuring Professional Development in Early Childhood Education Research”; (2) “Size and Professional Qualifications of the Child Care Workforce: What We Know; Pressing Questions”; (3) “Teacher-Child Interactions: The Implications of Observational Research for Re-Designing Professional Development”; (4) “Getting From There to Here to There: NAEYC’s Standards for Early Childhood Professional Preparation”; (5) “What Matters Most? Education, Training and the Quality of Early Care and Education”; and (6) “The Role of Preschool Classrooms in Supporting Early Literacy Development.” For additional information, contact Child Trends, Inc., at 202-572-6000 or on the Web at <http://www.childtrends.org>. A summary of the meeting is also available on the Web at <http://www.acf.hhs.gov/programs/ccb/research/Seed/seed.htm>.

- “Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States” (Spring 2002), in *Early Childhood Research & Practice*, Vol. 4, No. 1, by Gitanjali Saluja, National Institute for Child Health and Human Development, National Institutes for Health, and Diane M. Early and Richard M. Clifford, National Center for Early Development and Learning, University of North Carolina at Chapel Hill, summarizes demographic information on early childhood programs and teachers of 3- and 4-year-olds. Questionnaires were sent to a random sample of early childhood programs across

the United States. Data were collected on teacher characteristics and structural features of early childhood programs (enrollment, class size, hours of operation, and ratio of teachers to students) in the Fall of 1997. Results indicate that there were approximately 284,277 teachers of 3- and 4-year-olds in the United States. The vast majority of these teachers were women, and 78% were White. Approximately 50% of these teachers earned a college degree, although educational attainment varied among program types. This resource is available on the Web at <http://ecrp.uiuc.edu/v4n1/saluja.html>.

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